ERIC Document Resume | See Instruction Sheet | DATE OF RESUME 7/8/65 | DATE RECEIVED

PUBLICATION DATA

1. ERIC NUMBER: [illegible] 2. ORIGINATOR CONTROL NO(S).: 7020 3. IDENTIFICATION NO.: N.A.

DO NOT WRITE IN SPACE BELOW

4. AUTHOR(S): Cooms, Arthur G. chairman

MICROFILM COPY AVAILABLE YES ☒ NO ☐

5. TITLE OF DOCUMENT ABSTRACTED: Progress Report of the Master Plan Survey of Public Higher Education

COPYRIGHT GRANTED YES ☒ NO ☐

COPYRIGHT RELEASE FILED YES ☒ NO ☐

6. PUBLICATION TITLE: California Schools

TYPE OF REPORT PROPOSAL ☐ IN-PROGRESS ☐ FINAL ☒ FOLLOW-UP ☐

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN ORG. State Dept. of Edu. ST. Sacramento, Calif. CITY, STATE

9. PUBLISHER OR SOURCE: State Department of Education, Sacramento, Calif.

OTHER ERIC REFERENCES:

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
XXXI	62-81	Feb. 60	20

TCLE. EXT. INST/LOC CODE ERIC SATELLITE CODE

14. INDEXING DATA

14a. SUBJECT AREA

14b. TYPE OF ENDEAVOR survey

14c. INDEXING TERMS (6-12)

progress reports	P-23 admin. R-06	retention P-41	bldgs. & equip. R-28
surveys Y-10A	cooperation R-34	students Y-5	junior colleges S-24
planning P-15	admissions R-07	public schools P-26	fees G-27 fellowship progs. G-28
		needs O-18	financial aid G-32

adult edu. R-09, finances G-31

15. ABSTRACT (MAX. 250 WORDS)

Report of recommendations proposed by Master Plan Survey Team and approved for submission to the State legislature by the State Board of Education and Regents of University of California in joint meeting on December 18, 1959. Recommendations cover: Structure, function, and coordination in California higher education; student selection and retention; distribution of lower division students among publicly supported segments of higher education in the State; institutional capacities and area needs (utilization of physical plants and projected plant needs); junior colleges; student fees; California scholarship program (including fellowship assistance); and adult education.

16. ERIC No. 17. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OR PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

IV-20

7020
Clearing House
Reg. File

7020

PROGRESS REPORT OF THE MASTER PLAN SURVEY OF PUBLIC HIGHER EDUCATION

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

Reprinted from
CALIFORNIA SCHOOLS, XXXI, No. 2 (February, 1960)
Official Monthly Publication of the
California State Department of Education

Received from
Arthur D. Browne
Specialist in Hi. Ed.

ED000288

On December 18, 1959, the State Board of Education and the University of California Regents meeting jointly in Berkeley approved for the State Legislature's consideration an unparalleled Master Plan for Higher Education in California.

The Master Plan was conceived in an atmosphere of candor and trust. It reflects the careful consideration that has been given to the development, expansion and integration of public junior colleges, state colleges, and the University of California. The plan is formal documentation of the goodwill among these three systems of public education, a goodwill which six months ago many believed did not exist.

The plan's strengths are in the contributions of trust each system has made to its fellow systems. These contributions were skillfully elicited by Arthur G. Coons, president of Occidental College, in the weeks of negotiation which produced the Master Plan. In great part Dr. Coons' leadership helped create the atmosphere of candor and trust crucial to accomplishment.

The Master Plan has my unqualified endorsement. For the state colleges, it recognizes that they are reaching maturity. To find their fullest potential in the years ahead, they will need the strength the Master Plan proposes for them. For the junior colleges, it recognizes their unique contributions now, and the magnitude they will gain in the years ahead. Finally, it assures the historic prerogatives of the University of California. It is for these reasons that the Master Plan has my approval.

Roy E Simpson

Superintendent of Public Instruction

PROGRESS REPORT OF THE MASTER PLAN SURVEY OF PUBLIC HIGHER EDUCATION

As reported in a previous issue of *California Schools*,[1] the Regents of the University of California and the State Board of Education met jointly at two historic meetings during the Spring of 1959, to discuss problems of co-ordination in public higher education. At the second meeting, on April 15, 1959, the governing boards agreed that the Liaison Committee would launch a study for the purpose of developing a master plan for public higher education, as requested by Assembly Concurrent Resolution 88, and would report its findings to the two governing boards and to the Legislature by the beginning of the 1960 budget session of the Legislature.

Subsequently, the Master Plan Survey has been undertaken in conformance with the joint action of the two boards. On June 3, 1959, the Liaison Committee of the Regents of the University of California and the State Board of Education adopted a plan for the organization of the Master Plan Survey and the areas or problems to be studied. Shortly thereafter the Master Plan Survey team was organized to conduct the survey, with Arthur G. Coons, President of Occidental College, appointed as its chairman. Six technical committees were organized to undertake studies and report findings in various technical areas of the survey. The Joint Advisory Committee, described in the previous article of *California Schools*, continued its assignment of attempting to resolve questions concerning differentiation of function among the three segments of public higher education. Also, representatives from the Assembly Education Committee, the Senate Education Committee, the Department of Finance, and the Legislative Analyst were invited to sit in an advisory capacity with the Liaison Committee during its deliberations pertaining to the survey.

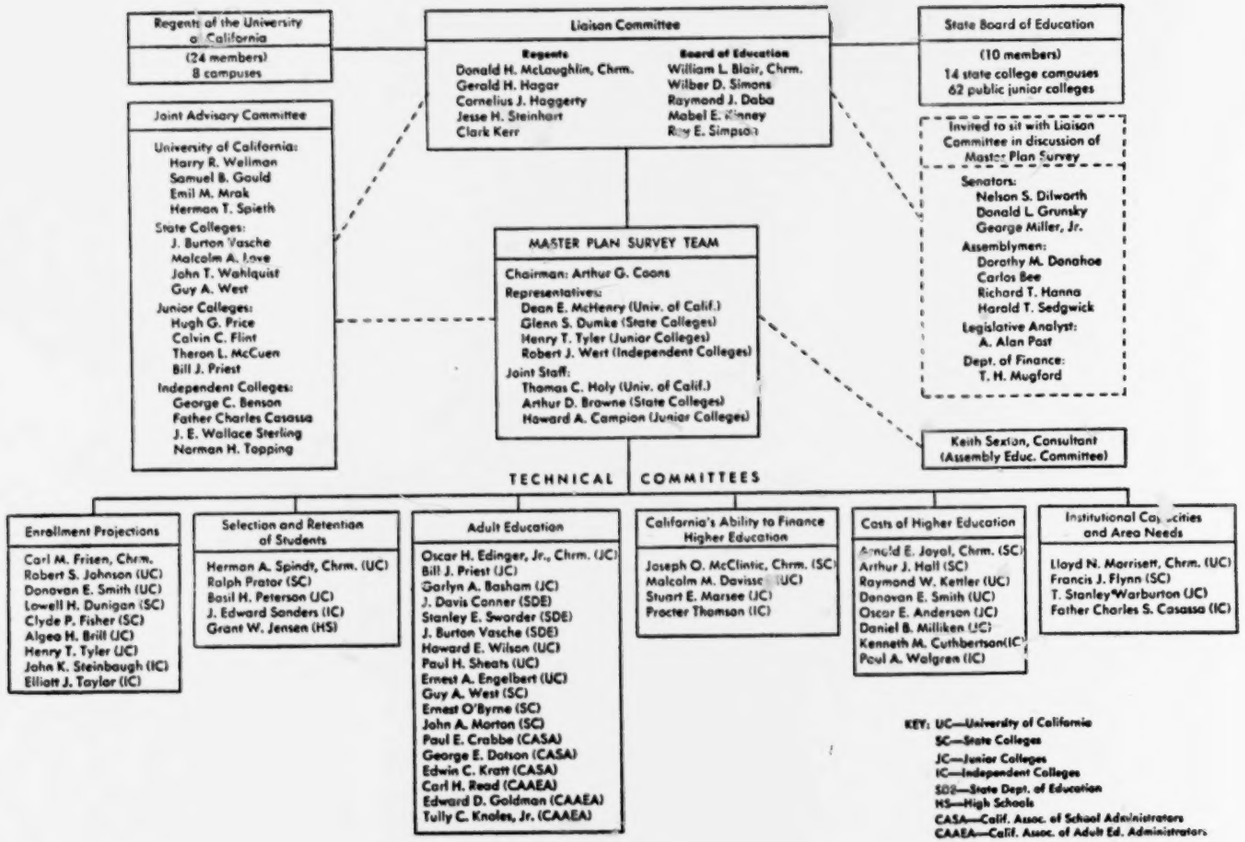
The complete organization and members of the various groups are shown in Figure 1.

The Master Plan Survey was undertaken and consummated during the last six months of 1959. The survey team usually met for several days on alternate weeks, the technical committees convened frequently as called by their chairmen, and the Liaison Committee held monthly meetings to review the developments and react to the results of the Master Plan Survey. Finally, in a series of meetings on December 7, 8, 9, and 17, the Liaison Committee received, and accepted with very few modifications, the proposals submitted by the Master Plan Survey

[1] Joint Staff of the Liaison Committee: Arthur D. Browne and T. C. Holy, "Co-ordination of Public Higher Education in California: A Report of the First Joint Meeting of the Regents and the State Board of Education." *California Schools*, XXX (May, 1959) 186-92.

FIGURE 1

ORGANIZATION FOR THE MASTER PLAN SURVEY OF HIGHER EDUCATION IN CALIFORNIA*



* Established by the Liaison Committee in compliance with Assembly Concurrent Resolution No 88, 1959 Legislature.

August 6, 1959

team. These proposals were then presented to the two governing boards at their third joint meeting, held on December 18, 1959, and chaired by Governor Edmund G. Brown.

It is anticipated that these recommendations will be submitted to the Legislature in a special session to be called by the Governor in March, 1960. A summary report of the survey will be published at that time for general distribution. Also, technical committee reports will be made available as supporting documentation for various areas of the survey included in the survey report.

The following list of Master Plan Survey recommendations was accepted in principle by the Regents of the University of California and the State Board of Education on December 18, 1959.

TO THE REGENTS OF THE UNIVERSITY OF CALIFORNIA AND THE STATE BOARD OF EDUCATION

Your Liaison Committee reports that, pursuant to the provisions of Assembly Concurrent Resolution No. 88, adopted by the Legislature in 1959, and pursuant to action taken by the two Boards in joint session on April 15, 1959, it has directed a basic study and the preparation of a Master Plan for Higher Education in the State of California to meet the needs of the State during the next ten years and thereafter; and

As a result of said Study recommends as follows:

STRUCTURE, FUNCTION AND COORDINATION IN HIGHER EDUCATION IN CALIFORNIA

It is recommended that:

1. An amendment be proposed to add a new section to Article IX of the State Constitution providing that:

   Public higher education shall consist of the junior colleges, the State College System, and the University of California. Each shall strive for excellence in its sphere, as assigned in this section.

2. The junior colleges shall be governed by local boards selected for the purpose from each district maintaining one or more junior colleges. The State Board of Education shall prescribe minimum standards for the formation and operation of junior colleges, and shall exercise general supervision over said junior colleges, as prescribed by law. Said public junior colleges shall offer instruction through but not beyond the 14th grade level including but not limited to, one or more of the following: (a) standard collegiate courses for transfer to higher institutions, (b) vocational-technical fields leading to employment, and (c) general, or liberal arts courses. Studies in these fields may lead to the Associate in Arts or

Associate in Science degree. Nothing in this section shall be construed as altering the status of the junior college as part of the Public School System as defined elsewhere in the Constitution.

3. The State College System:
   (a) shall constitute a public trust, to be administered by a body corporate known as "The Trustees of the State College System of California" with number, term of appointment and powers closely paralleling those of The Regents.
   (b) The board shall consist of 5 ex-officio members: the Governor, the Lieutenant Governor, the Speaker of the Assembly, the Superintendent of Public Instruction, and the chief executive officer of the State College System; and sixteen appointive members appointed by the Governor for terms of sixteen years. The chief executive officer of the State College System shall also sit with The Regents in an advisory capacity, and the President of the University of California shall sit with the Trustees in an advisory capacity. The members of the State Board of Education shall serve ex-officio as first Trustees, being replaced by regular appointees at the expiration of their respective terms.
   (c) The state colleges shall have as their primary function the provision of instruction in the liberal arts and sciences and in professions and applied fields which require more than two years of collegiate education, and teacher education, both for undergraduate students and graduate students through the master's degree. The doctoral degree may be awarded jointly with the University of California, as hereinafter provided. Faculty research, using facilities provided for and consistent with the primary function of the state colleges, is authorized.
4. The University of California shall be governed by The Regents as provided in Section 9 of this Article. The University shall provide instruction in the liberal arts and sciences, and in the professions, including teacher education, and shall have exclusive jurisdiction over training for the professions including but not by way of limitation, dentistry, law, medicine, veterinary medicine and graduate architecture. The University shall have the sole authority in public higher education to award the doctor's degree in all fields of learning, *except that* it may agree with the state colleges to award joint doctor's degrees in selected fields. The University shall be the primary state-supported academic agency for research, and The Regents shall make reasonable provision for the use of its library and research facilities by qualified members of the faculties of other higher educational institutions, public and private.

5. An advisory body, the Coordinating Council for Higher Education:

(a) shall consist of twelve members, three representatives each from the University, the State College System, the junior colleges, and the independent colleges and universities. The University and the State College System each shall be represented by its chief executive officer and two board members appointed by the boards. The junior colleges shall be represented by (1) a member of the State Board of Education or its Chief Executive Officer, (2) a representative of the local governing boards, and (3) a representative of the local junior college administrators. The independent colleges and universities shall be represented as determined by agreement of the chief executive officers of the University and the State College System, in consultation with the association or associations of private higher educational institutions. All votes shall be recorded, but effective action shall require an affirmative vote of four of the six University and state college representatives; except that on junior college matters the junior college representatives shall have effective votes; and on the appointment and removal of a director of the Council all twelve shall be effective.

(b) A director of the staff for the Coordinating Council shall be appointed by a vote of eight of the twelve Council members, and may be removed by a vote of eight members of the Council. He shall appoint such staff as the Council authorizes.

(c) The Coordinating Council shall have the following functions, advisory to the governing boards and appropriate State officials:

(1) Review of the annual budget and capital outlay requests of the University and the State College System, and presentation to the Governor of comments on the general level of support sought.

(2) Interpretation of the functional differentiation among the publicly supported institutions provided in this section, and in accordance with the primary functions for each system as set forth above, advise The Regents and The Trustees on programs appropriate to each system.

(3) Development of plans for the orderly growth of higher education and making of recommendations to the governing boards on the need for and location of new facilities and programs.

(d) The Council shall have power to require the public institutions of higher education to submit data on costs, selection and

retention of students, enrollments, capacities, and other matters pertinent to effective planning and coordination.

SELECTION AND RETENTION OF STUDENTS

A. Validity of Entrance Requirements

It is recommended that:

1. The junior colleges, state colleges, and University make statistical studies of their entrance requirements, and report annually, in standard form, to the coordinating agency on validity judged by: (a) scholastic success, (b) persistence, (c) rate of dismissal, and (d) scores on standard tests.
2. Each public segment report annually to the coordinating agency on its grading standards, providing data on such matters as:
   a. Distribution of undergraduate grades awarded (proportion of each grade given for each institution, department, and by lower and upper division).
   b. Its grading differential with other institutions or segments as computed from the records made by transfers.

B. Admissions Policies and Procedures

It is recommended that:

1. In order to raise materially standards for admission to the lower division, the state colleges select first-time freshmen from the top [2] one-third (33⅓ per cent) and the University from the top one-eighth (12½ per cent) of all graduates of public high schools in California, with:
   a. Continuation of existing special programs and curricula involving exceptions to this rule subject to approval by the respective Boards, and these to be kept to a minimum, and those that are continued to be reported annually to the coordinating agency, any new special programs and curricula involving such exceptions to be approved by the coordinating agency.
   b. Graduates of private and out-of-state secondary schools held to equivalent levels.
2. Implementation of Recommendation Number 1 to be left to the two systems with these provisions:
   a. Each to have the new requirements in force for students admitted for Fall, 1962.
   b. Inasmuch as the Survey Team favors acceptance in both systems of a requirement that all, or almost all, of the recommending units for admission shall be in college preparatory

[2] As defined by criteria established by each system for itself.

courses, that the application of such a requirement be carefully studied during 1960, and this principle be applied as fully as possible throughout both systems.

3. For both the state colleges and the University, freshman admissions through special procedures outside the basic requirements of recommending units of high school work and/or aptitude tests (such as specials and exceptions to the rules) be limited to 2 per cent of all freshman admissions in each system for a given year. Furthermore that all "limited" students be required to meet regular admission standards.[3]

4. Junior college functions now carried by state colleges and nondegree lower division programs at any state college or University campus (other than extension) be subject to the following rule:

   The equivalent of junior college out-of-district tuition be charged beginning in Fall, 1960, against the counties of residence of all lower division students who are ineligible to admission by regular standards, and the funds collected paid to the General Fund of the State.

   Furthermore, that such junior college functions now carried by state colleges at state expense be terminated not later than July 1, 1964, all admittees thereafter being required to meet standard entrance requirements.

5. The state colleges and the University require a minimum of at least 56 units of acceptable advanced standing credit before considering the admission of applicants ineligible to admission as freshmen because of inadequate grades in high school, except for curricula that require earlier transfer,[4] and except also that each state college and campus of the University, through special procedures developed by each, be permitted to accept for earlier transfer not more than 2 per cent of all students who make application for advanced standing in any year.

6. Undergraduate applicants to the state colleges and the University who are legally resident in other states be required to meet higher entrance requirements than are required of residents of California, such out-of-state applicants for all public segments to stand in the upper half of those ordinarily eligible. Furthermore, that there be developed and applied a common definition of legal residence for these public segments.

---

[3] The state colleges are now in the process of changing rules to require this.

[4] Both systems have already adopted 60 unit rules for such transfer students, but each left a way to bypass it. The state colleges allow admission on 24 units with "B" average; the University, on thirty or more with 2.4 grade-point average and a satisfactory score on the Scholastic Aptitude Test.

7. A study of the transfer procedures to both the University and the state colleges be undertaken through the coordinating agency during 1960 with the view of tightening them. Evidence available to the Master Plan Survey Team indicates the need for such action.
8. A continuing committee on selection, admission, and retention as a part of the coordinating agency be established, to make further studies in these fields (see Recommendations A1 and A2), and to report annually to the appropriate agencies and persons on:
   a. Transfer procedures as indicated in 7 above.
   b. State college and University procedures in admission to the graduate division.
   c. The desirability of differing standards of admission for the varying programs within each segment of publicly supported institutions.
9. Private institutions of higher education in California in the approaching period of heavy enrollments strive for increased excellence by adopting rigorous admission and retention standards.

C. Retention

It is recommended that:

1. Each segment strive for greater uniformity in policy and practices on probation and dismissal; that among segments where the programs are comparable, an effort be made to secure uniformity in policy and practices on probation and dismissal; and that each segment report annually full retention statistics to the coordinating agency.

DISTRIBUTION OF LOWER DIVISION STUDENTS AMONG THE PUBLICLY SUPPORTED SEGMENTS OF HIGHER EDUCATION

It is believed that an appreciable number of lower division students—probably 50,000 of those who, according to estimates, will be in the state colleges and the University by 1975—should be accommodated in the junior colleges. To that end

It is recommended that:

1. In order to implement more fully the action of The Regents of the University of California and the State Board of Education in 1955 that "the University of California emphasize policies leading to the reduction of lower division enrollments in relation to those of the upper and graduate divisions, and that the state colleges pursue policies which will have a similar effect," the percentage of undergraduates in the lower division of both the state colleges

and the University be gradually decreased ten percentage points below that existing in 1960 (estimated to [illegible]1 per cent in both segments) by 1975. It is further recommended that the determination of the means by which this recommendation can best be carried out, be the responsibility of the governing boards.

(It is estimated that the foregoing recommendation would result in the transfer of some 40,000 lower division students to the junior colleges by 1975. It is expected that the recommendation to select state college students from the upper 33⅓ per cent of all public high school graduates and the University from the upper 12½ per cent, together with the recommendation that all "limited" students be required to meet regular admission requirements, will make up the other 10,000.)

INSTITUTIONAL CAPACITIES AND AREA NEEDS

A. Utilization of Physical Plants

It is recommended that:

1. The standard utilization of classrooms in the junior colleges, state colleges, and the University of California be at the maximum practicable levels, but in no case shall average less than 30 scheduled hours per week, with class enrollments after the first month of the term averaging 60 per cent of room capacity.
2. The standard room utilization of teaching laboratories in the junior colleges, the state colleges, and the University of California be at the maximum practicable levels, but in no case shall average less than 20 scheduled hours per week, with class enrollments after the first month of the term averaging 80 per cent of room capacity.
3. In determining the need for instructional facilities in the junior colleges, state colleges, and campuses of the University of California, these factors be taken into account:
   a. The above recommended standards of utilization.
   b. The space standards as found in Tables 33, 34, and 36 of *A Restudy of the Needs of California in Higher Education* (with such modifications as changes in the present differentiation of functions among the public segments may justify).
   c. The number of FTE students used in projecting building requirements be limited to those to be instructed in the day program, that is, from 8:00 a.m. to 5:00 p.m.
4. In the scheduling of classes greater use be made of the late afternoon and evening hours and when possible on Saturday, thereby making the achievement of the above utilization standards easier.

5. The scheduling of instructional facilities be centrally controlled on each campus with such exceptions as may be approved by the appropriate governing board. (Examples of exceptions are the physical facilities for medicine, law and other areas where the facilities are designed for highly specialized uses.)
6. The coordinating agency (or a continuing committee on plant problems which it might create) undertake without delay the following studies:
   a. A complete study of the current utilization in the junior colleges, state colleges, and the University of California [no such study has been made since 1953-54] for the specific purpose of making such modification in the above recommended standards of utilization as are justified by the findings.
   b. The possible economic and educational gains that might be effected by the adoption of an articulated calendar for all segments of public education in California.
7. Space provisions for health services be increased to allow for infirmary care on state college and University campuses where dormitories are provided.
8. Inasmuch as the space standards found in *A Restudy of the Needs of California in Higher Education*, in Tables 33, 34, and 36, were based on the then existing functions of the state colleges and the University, such standards be modified where agreed-upon changes in functions require different space allocations.
9. In order to provide calendar arrangements that will both fit the public-school year and permit fuller use of the State's higher education physical facilities, it is recommended that:
   a. Every public higher education institution and private institutions, as able, offer academic programs in the summer months of unit value equivalent to one-fourth, one-half or three-fourths of a semester.
   b. State funds be provided for the state colleges and the University of California to offer during the full summer period academic programs on one or more of the patterns indicated in (a) above for regular degree and credential candidates who have met basic admission requirements.
   c. The coordinating agency (or a continuing committee which it might create) study during 1960 the relative merits of three-semester and four-quarter plans for year-round use of the physical plants of both public and private institutions, and on the basis of that study recommend a calendar for higher education in California.

B. Enrollment Limitations and Projected Plant Needs

It is recommended that:

1. With respect to the establishment of new state colleges and campuses of the University, the governing boards reaffirm their action taken in joint session on April 15, 1959, to the effect that

> "No new State Colleges or campuses of the University, other than those already approved, shall be established until adequate Junior College facilities have been provided, the determination of adequacy to be based on studies made under the direction of the Liaison Committee of the State Board of Education and The Regents of the University of California;"

with the further provision that the new state colleges and campuses of the University established by action of the Legislature in 1957, and by action of The Regents, also in 1957, be limited to upper division and graduate work until such time as adequate junior college opportunities are provided for the primary area served by these institutions.

2. That the following full-time enrollment ranges be observed for existing institutions, for those authorized but not yet established, and for those later established:

Type of institution	*Minimum* [1]	*Optimum*	*Maximum*
Junior Colleges	400	3,500	6,000 *
State Colleges:			
a) In densely populated areas in metropolitan centers	5,000	10,000	20,000
b) Outside metropolitan centers	3,000	8,000	12,000
University of California Campuses [2]	5,000	12,500	27,500

[1] These are to be attained within 7 to 10 years after students are first admitted.
* This maximum might be exceeded in densely populated areas in metropolitan centers.
[2] The minimum figure for the University assumes graduate work in basic disciplines and one or more professional schools.

3. That the State give encouragement to making junior college facilities available for the school districts not now adequately served either through the establishment of new junior colleges or by making them a part of districts now served by junior colleges.

Evidence at hand indicates that there is need for new junior colleges in the school districts listed on the next page.[5]

Note: Your Committee has received, but taken no action on, the following recommendation of its Master Plan Survey team:

"In accordance with Principle 5 of *A Study of the Need for Additional Centers of Public Higher Education in California* as approved by both the

[5] Although districts are arranged in descending order on the projected 1970 full-time enrollment, it is not intended to indicate urgency of need in this same order.

School districts to be included	*County*	*1970 Full-time enrollment* [1]
Whittier	Los Angeles	4,900
Alhambra, El Monte, Montebello	Los Angeles	4,600
Hayward, San Leandro, Washington Union High School Districts	Alameda	4,300
San Diego City—new campus	San Diego	4,000
College of San Mateo—San Bruno Campus	San Mateo	2,000
Sequoia and Pescadero	San Mateo	2,000
Sweetwater-Coronado	San Diego	2,000
Foothill College—new campus	Santa Clara	1,800
Oxnard, Moorpark, Simi, Santa Paula, Fillmore	Ventura	1,800
Grossmont—Mountain Empire	San Diego	1,750
Anaheim	Orange	1,500
Campbell, Live Oak, Santa Clara	Santa Clara	1,500
City of Los Angeles—West Los Angeles Campus	Los Angeles	1,500
County areas	Merced-Madera	1,500
Berkeley, Albany, and Emeryville	Alameda	1,350
Burbank	Los Angeles	1,300
Antioch—new campus	Contra Costa	1,000
East Kern and Inyo County area	Kern	970
County unit	San Luis Obispo	930
Moraga—new campus	Contra Costa	500
Victor Valley	San Bernardino	500
Barstow	San Bernardino	380
Total—22 colleges		42,080

[1] Full-time enrollments for 1975 are now being developed for each of these areas.

State Board of Education and The Regents of the University of California, and which states, 'in order that a possible new institution may serve the greatest number of eligible students, it should be placed near the center of the population served by it,' the Stanislaus County State College, authorized by the 1957 Legislature and with a 1975 estimated enrollment of 2,500, be located in the vicinity of Salida [it is estimated that the potential state college enrollment in this vicinity in 1975 is some 1,100 more than if located in the Turlock area]; and that the state college in the North Bay Counties, likewise authorized by the 1957 Legislature and with an estimated 1975 enrollment of 2,350, be located in the vicinity of Petaluma."

4. New state colleges in addition to those already authorized be established and in operation *by 1965* in these areas and in descending order of estimated enrollment potential:

Approximate location	*Estimated 1975 full-time enrollment potential*
a) In the vicinity of the Los Angeles International Airport	19,900
b) In the San Bernardino-Riverside vicinity (vicinity of Rialto)	12,800

Although it is believed that these two institutions should be master planned for an ultimate capacity of 20,000, the Survey Team recommends that the 1975 enrollment be held to 10,000 and 8,000, respectively.

5. In 1965 and again in 1970, if applicable, and before considering the need for new state colleges in any other areas of the State, careful studies be made by the coordinating agency of the following State Economic Areas to determine the actual need then existing for new state colleges:

SEA-F	Los Angeles-Orange County, Griffiith Park-Glendale vicinity
SEA-A	San Francisco-Oakland Metropolitan Area, vicinity of Redwood City
SEA-A	San Francisco-Oakland Metropolitan Area, Contra Costa County
SEA-K	Bakersfield Metropolitan Area, Kern County
SEA-7	South Coastal Area, Ventura

6. The three new campuses approved by The Regents in 1957—(a) San Diego-La Jolla area, (b) Southeast Los Angeles-Orange County area, and, (c) the South Central Coastal area (Santa Clara, San Mateo, Santa Cruz, San Benito, and Monterey counties) be completed without delay and in any event construction to be started not later than *1962*.

   It is further recommended that these three campuses be planned for 1975 enrollments as follows:

San Diego-La Jolla	7,500
Southeast Los Angeles-Orange County	12,500
South Central Coast	10,000

7. Inasmuch as the estimated University enrollment potential of the San Francisco-Oakland area, which includes the Berkeley Campus of the University, is 46,550 in 1975 (as compared with a maximum enrollment of 27,500 for the Berkeley Campus as recommended for a University campus in B2), the coordinating agency undertake appropriate studies as how best to accommodate the difference between these figures (approximately 19,000), such steps to include careful study of these possibilities:
   a. Diversion of some of these potential students particularly to the Davis campus and the new South Central Coast campus.
   b. The accommodation of the remaining part of the difference (i.e., 19,000 less the impact of (a.) above, through the establishment of branch installations from existing campuses in specialized fields of study such as instruction in science at Livermore. (These would be similar to the off-campus centers for teacher education now operated by certain of the state colleges.)
8. In 1965 and again where applicable in 1970, and before considering the need for new University facilities in any other areas of the State, careful studies be made by the coordinating agency on the need for additional University facilities in the San Joaquin Valley and the Los Angeles area. In the latter area special consideration should be given as to how the difference between the 1975 estimates of potential University enrollment of 53,450 and the 27,500 maximum of the

UCLA Campus (some 26,000 students) can best be accommodated. Such consideration should include the following:

a. To what extent will this difference be cared for by the new Southeast Los Angeles-Orange County campus, and to what extent could these potential students be diverted to the La Jolla, Riverside and Santa Barbara campuses.

b. Will there be a need for the establishment of branch installations in specialized fields of study from existing campuses in this area similar to that included in Recommendation 8b above.

9. Because the University, among the publicly supported institutions in California, has the sole responsibility for the preparation for professions such as Architecture, Dentistry, Law, Librarianship (graduate), Medicine, Optometry, Pharmacy, Public Health, and Veterinary Medicine, periodic studies be made of the relation of supply to demand, particularly in fields where there seem likely to be shortages, such as Medicine and Pharmacy, for the purpose of determining what steps the University should take to meet its responsibilities in these professional fields.

C. Faculty Supply and Demand

It is recommended that:

1. Much greater effort be made to divert a greater proportion of college graduates into graduate training preparatory to careers in college and university teaching. This diversion can best be accomplished by a concerted effort on the part of adequately staffed and supported counseling and guidance services at all levels of education, and with the full cooperation of all college and university faculty members.

2. More funds must be secured to provide financial assistance to those in graduate training. The high attrition rate in graduate programs is, in large part at least, due to financial difficulty; and these withdrawals constitute not only a loss to the potential faculty supply, but an economic waste to the State. Provision of fellowship and loan funds for graduate students is undoubtedly one of the best ways of accomplishing this.

3. Greatly increased salaries and expanded "fringe benefits," such as health and group life insurance, leaves, and travel funds to attend professional meetings, housing, parking and moving expenses, be provided for faculty members in order to make college and university teaching attractive as compared with business and industry. (As an example of the wide differences, of 44 persons awarded Ph.D.'s in shortage fields by the University of California in 1959, 31 accepted positions in industry at an average salary of

$9,884 and 13 went into college teaching at an average salary of $6,075.)

4. Greater use be made of California-trained doctor's degree holders, especially in the shortage years immediately ahead.

   For the three-year period 1955-1958 only 53 per cent of those so trained who enter teaching, did so in California. Evidence indicates that those leaving California do not do so by choice. (E.g., of 44 doctor's degree holders recently placed in college and university teaching outside California by the Teacher Placement Service of the University of California at Berkeley, 87 per cent had stated a preference for a position in California.)

5. Individual faculty members and their institutions jointly assume responsibility for both the initiative and opportunity for the faculty in-service preparation and self-improvement, so essential for the growth and development of the institutions.

6. Strengthening of the master's degree programs in all institutions offering such programs be undertaken by these institutions so that the holders of this degree may be more effective additions to the faculty of colleges, universities, and junior colleges.

   (This is of particular importance to the junior colleges because the highest degree held by 64.7 per cent of those newly appointed in the years 1957-58 and 1958-59 was the master's degree. Although all institutions in the State should cooperate in this effort, the lead should be taken by the state colleges and the University of California because of the high proportion of all such degrees they award.)

7. Reorientation of present doctoral programs offered by California institutions be undertaken to insure that those receiving the degree and planning to enter college and university teaching possess the qualities not only of scholars, but of scholar-teachers. Because the University of California awarded 54.6 per cent of the doctorates given by California institutions for the period 1952-53—1955-56, it has a particular responsibility for the implementing of this recommendation.

8. Because of the continual change in faculty demand and supply, the coordinating agency annually collect pertinent data from all segments of higher education in the State and thereby make possible the testing of the assumptions underlying this report.

   (The 1958 report entitled, *A Study of Faculty Demand and Supply in California Education 1957-1970* contains a recommendation, approved by both Boards, for its re-examination in 1960. A

similar procedure should be followed with respect to this analysis.)

RECOMMENDATIONS ON THE JUNIOR COLLEGES

It is recommended that:

1. Procedures be devised to assure that all funds allocated to and for junior colleges for current expense or for capital outlay by the State be expended only for junior college purposes, and further that the law be clarified to require that all funds received from county junior college tuition funds for use of buildings and equipment be expended solely for junior college purposes.

2. In view of the added local financial obligations, for both current expenses and capital outlay which will result from the Master Plan Survey recommendations designed to divert to the junior colleges some 50,000 lower division students from the 1975 estimates for the state colleges and the University of California and the attendant savings to the State resulting therefrom, these actions be taken:

   a. Procedures and methods be devised and adopted by the Legislature that will increase the proportion of total current support paid to the junior colleges from the State School Fund (augmented for this purpose) from the approximately 30 per cent now in effect to approximately 45 per cent, to be achieved not later than 1975.

   b. A continuing program be devised and adopted by the Legislature that would distribute construction funds either through grants or loans or both, for capital outlay purposes annually to junior colleges as determined by growth, this program being for the purpose of assisting junior colleges to meet the facility needs of projected enrollments and of the students to be diverted to the junior colleges.

3. It is recommended that all the territory of the State not now included within districts operating junior colleges be brought into junior college districts as rapidly as possible so that all parts of the State can share in the operation, control and support of junior colleges. It is further recommended that pending the achievement of this objective, means be devised to require areas that are not a part of a district operating a junior college to contribute to the support of junior college education at a rate or level that is more consistent with the contributions to junior college support presently made by areas included in districts that maintain junior colleges.

STUDENT FEES

For the state colleges and the University of California it is recommended that:

1. The two governing boards reaffirm the long established principle that state colleges and the University of California shall be tuition free to all residents of the State.

   (The distinction between tuition and fees is *tuition* is defined as student charges for teaching expense, whereas *fees* are for charges to the students for services not directly related to instruction, such as health, counseling other than that directly related to the students' educational program, and placement services, housing, recreation, and the like.)

2. Students who are residents of other states pay as follows:
   a. All students except those exempt by law pay tuition sufficient to cover not less than the State's contribution to the average teaching expense per student as defined by the Master Plan Survey Team's Technical Committee on Costs of Higher Education in the institution or system as follows:

      "Teaching expense is defined to include the cost of the salaries of the instructors involved in teaching for the proportion of their time which is concerned with instruction plus the clerical salaries, supplies, equipment, and organized activities related to teaching."

   b. Other fees for services not directly related to instruction.

3. Each system devise a fee structure and collect sufficient revenues to cover such operating costs as those for laboratory fees, health, intercollegiate athletics, student activities, and other services incidental to but not directly related to instruction.

4. The operation of all such ancillary services for students as housing, feeding and parking be self-supporting. Taxpayers' money should not be used to subsidize, openly or covertly, the operation of such services. Because of the various methods which are used to finance construction of auxiliary enterprises such as residence halls and dormitories, it is impossible to state in general which portions of amortization and interest payments are properly chargeable to operating expense. Consequently, it is recommended further that the governing boards determine which of such costs are appropriate charges to operating expense and include as much as possible of those with other operating expenses of such ancillary services.

5. Additional provisions be made for student aid and loans, particularly as fees and nonresident tuition increase.

6. Periodically the governing boards recompute their per-student teaching expense and set nonresident tuition accordingly. Periodi-

cally they recompute the cost of operation of services such as feeding, housing, and parking, and set fees for such services accordingly.

7. Each institution retain moneys collected from nonresident tuition.
8. All the above policies when approved by the two governing boards be applicable immediately to the state colleges and the University of California, and that they be applied to the junior colleges as a matter of State policy and when applicable.

CALIFORNIA STATE SCHOLARSHIP PROGRAM

The operation of the California State Scholarship program created by act of the Legislature in 1955 has fully demonstrated a satisfactory means of affording the youth of California with greater freedom to attend the institution which can best serve their need regardless of tuition and fees. This experience has resulted in substantial net savings to the taxpayers in capital investment, in instructional facilities and operating costs. This program has also encouraged independent institutions to expand their enrollment and facilities and thus absorb a large proportion of the student's educational cost without the above-mentioned burdens upon the taxpayer.

In view of the successful experience of other states with similar programs, in view of the expected growth of population in higher education in California, and in view of the principle expressed by the Technical Committee on the Selection and Retention of Students that the most able students should have the greatest freedom of choice, *it is recommended that:*

1. The present scholarship program be expanded to include additional scholarships to provide for the rapidly increasing number of qualified applicants.
2. The amount of the scholarship be increased to compensate for additional educational costs since the original stipend was established.
3. In the event a State scholarship recipient elects to attend a junior college before entering a four-year institution, his scholarship be retained for him, provided his junior college record meets the level required by the State Scholarship Commission.
4. In addition to the State scholarship program a new and separate bill be enacted to provide subsistence grants to recipients of State scholarships, the amount of such grants to be based on the financial need of the individual students, the maximum amount being that necessary to defray expenses of room and board at the average of such charges to the student in institutionally operated student residences.

5. In view of the need to divert more college graduates into teaching and the need for more funds to provide fellowship assistance to those in graduate training, a new state Graduate Fellowship Program be established to accomplish these purposes and to assist in making it possible for graduate schools to operate at as near capacity as possible.

ADULT EDUCATION

It is recommended that:

1. The "Guiding Principles for Adult Education in California's Publicly Supported Institutions" as revised by the State Advisory Committee on Adult Education in February, 1958, be continued as the policy framework within which coordination is accomplished, such principles to be periodically examined in the light of changing conditions throughout the State.

2. The existing State Advisory Committee be responsible to the coordinating agency and continue the responsibilities delegated to it by action of the State Board of Education and The Regents of the University of California in 1953. Furthermore, that the coordinating agency, to which the Committee will annually report and to which it will make its recommendations, provide the Committee with necessary staff assistance.

3. In order for the State Advisory Committee to be more fully representative of agencies engaged in adult education, it be enlarged to include the following representatives, these to have the same length of terms as other members of this Committee:

   a. A representative of the Agricultural Extension Service of the University of California to be appointed by the President of the University.

   b. A representative of the Independent Colleges and Universities of the State to be appointed by the California Association of Independent Colleges and Universities.

4. In the long-range plans for providing opportunities in higher education to the people of California, provision for adequate State support of adult education services be assured. However, in this determination of what the State should support, effort be made to differentiate between those enrollees who are pursuing a stated planned program with definite occupational or liberal educational objectives, and those who are enrolling in single courses for which matriculation or prerequisites are absent.

TRANSMITTAL OF RECOMMENDATIONS

It is recommended that:

1. The foregoing recommendations, in the form approved by the two Boards, be transmitted by the Superintendent of Public Instruction and the President of the University to the Governor, and to the Legislature through the chairmen of the legislative Committees on Education.
2. The Superintendent of Public Instruction and the President of the University be requested to call to the attention of the Governor the desirability of including in any call for a Special Session of the Legislature in 1960 the consideration of those recommendations which require legislative action.
3. On behalf of the two Boards, the Superintendent of Public Instruction and the President of the University express to the Governor and the Legislature appreciation for this opportunity to place before them and the people of California the views of the two governing Boards on how best to meet the difficult problems of higher education in the next decade.

o

13215 2-60 7M

printed in CALIFORNIA STATE PRINTING OFFICE